

# 1.0 Percent Participation Justification Form 2018–19

The *Every Student Succeeds Act (ESSA)* requires each district and charter school to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject area (i.e., English Language Arts/Reading, Mathematics, and/or Science) with the NCEXTEND1 alternate assessment. Justifications from each district and charter school will be reviewed by the North Carolina Department of Public Instruction (NCDPI), and follow up actions will be determined based on the information found in the justification document. Staff from the Exceptional Children and Accountability Divisions in each district and charter school should collaborate to provide the following information on the justification document. Responses to Sections 1–4 and the designated signatures are required; it is optional to include additional information (see page 5). This justification document will be publicly posted. As such, the document **must not contain any personally identifiable information**. If necessary, additional pages may be attached to this form.

## Section 1: Contact Information

Enter contact information for the primary district/charter school staff member responsible for overseeing the completion of the justification form.

<b>3-Digit LEA/Charter Code:</b> 96F
<b>Contact Name:</b> Autumn Rose Karr
<b>Contact Phone No.:</b> (919) 734-8085 Ext. 1146
<b>District/Charter Name:</b> Wayne Preparatory Academy
<b>Contact Title:</b> Testing Coordinator
<b>Contact E-Mail:</b> akarr@wpanc.org

## Section 2: Analyzing Contributing Factors

Did the Individualized Education Program (IEP) teams utilize the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart to make alternate assessment participation decisions?

☒ Yes                      ☐ No

Indicate how all members of the IEP teams have been informed or trained on the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart. Check all that apply.

Training Method	School Administration	Special Education Staff	Parents	Related Service Staff
Face-to-face training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Given copy of guidance documents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
No training provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please explain below	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Other, please explain below:

The testing coordinator attended a conference relating to alternate assessment, and has also done online trainings regarding alternate assessment. The EC staff did not receive the chance to attend the conference in person, but the EC director has attended online trainings and has made sure that all EC staff members have been appropriately trained regarding alternate assessment. The EC director also oversees decisions regarding student placement and ensures that students are not erroneously placed within the Extend 1 category.

Does the district or charter school identify students to participate in the alternate assessment that do not traditionally participate (i.e., Speech and Language Impairment, Specific Learning Disability, etc.)? If yes, please explain how the district determined these students meet the criteria for participation in the alternate assessment.

☐ Yes

☒ No

Explain below:

We have not identified any students to participate in the alternate assessment who do not traditionally participate. Only students who have significant cognitive disabilities were chosen to participate in the alternate assessment.

Does the district or charter school provide a targeted program that may contribute to a higher enrollment of students with significant cognitive disabilities?

☐ Yes

☒ No

Explain below:

Wayne Preparatory Academy does not provide a targeted program that may contribute to a higher enrollment of students with significant cognitive disabilities.

Does the district or charter school have a small overall student population that increased the likelihood of exceeding the 1.0 percent threshold?

☒ Yes

☐ No

Explain below:

Overall, our school has a small student population. This increased the likelihood of exceeding the 1.0 percent threshold. During the 2017-2018 school year, Wayne Preparatory Academy was a K-7 school. We had 3 students who took alternate assessments out of our total of more than 500 students. However, each grade level had fewer than 80 students. This meant that even though we only had one student participating in alternate assessment in certain grades, we were pushed over the 1.0 percent threshold for those grades. Our small student population is what caused us to be over the 1.0 percent threshold.

### Section 3: Assurances

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Does the district or charter school have a process in place to monitor alternate assessment participation?

☒ Yes

☐ No

Explain below:

Wayne Preparatory Academy has a process in place to monitor alternate assessment participation. When considering alternate assessment for any student, the IEP team considers how this will affect the student throughout the rest of his or her life. There is a discussion that includes the parents and the IEP team and that ensures that the parents are fully aware of the long-term consequences. The discussion includes whether the student is able to access the general education curriculum or if his or her disability is significant enough that he or she is unable to be successful even with the use of accommodations and modifications. The team also considers the various tracks that are available to students once they enter high school when making the decision to place a student under alternate assessment.

Does the district or charter school have a process in place to identify and address disproportionality in alternate assessment participation (specifically, among race, gender, or socioeconomic status groups)?

☒ Yes

☐ No

Explain below:

Wayne Preparatory Academy does not have any disproportionality in alternate assessment participation. However, the EC director monitors all students who are placed in alternate assessment. She ensures that only students who need to be placed in this category are placed there.

### Section 4: Resources and Technical Assistance

What resources and technical assistance does the district or charter school need from the North Carolina Department of Public Instruction to ensure that students are being assessed using the appropriate assessment?



Wayne Preparatory Academy could benefit from face-to-face training from the North Carolina Department of Public Instruction. We would like face-to-face training to be offered at the beginning of the school year so that EC staff or even regular ed teachers could attend and learn more about alternate assessment.

### Signatures

Superintendent/Charter School Director

Exceptional Children Director/Coordinator

LEA/Charter School Test Coordinator

Date

Date

Date

4/17/19

4/17/19

04/17/19

## **1.0 Percent Participation Justification Form 2018–19**

The completed justification form must be signed by the superintendent/charter school director, exceptional children's director/coordinator, and LEA/charter school testing coordinator. The form must be scanned and emailed to [alternateassessment@dpi.nc.gov](mailto:alternateassessment@dpi.nc.gov) by May 3, 2019.

The NCDPI will notify districts/charter schools in writing if further information is needed and will include next steps. For questions, please contact your Exceptional Children Director or Regional Accountability Coordinator.

**Note:** See page 5 for additional information that can be included but is not required.